DOCUMENT RESUME

ED 319 021 CS 010 082

TITLE	Spelling: Grade 1 Practice Book.
REPORT NO	ELP-905; ISBN-0-88309-905-5
PUB DATE	79
NOTE	101p.; For other books in this series, see CS 010 083-087.
AVAILABLE FROM	Essential Learning Products, 2300 W. Fifth Ave., P.O. Box 2607, Columbus, OH 43216-2607 ($2.50).
PUB TYPE	Books (010) -- Guides - Classroom Use - Materials (For Learner) (051)
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DESCRIPTORS	*Grade 1; *Learning Activities; Letters (Alphabet); Primary Education; Programed Instructional Materials; Skill Development; *Spelling; *Spelling Instruction; Workbooks

ABSTRACT

This workbook provides practice, for children at the first grade level, in spelling 52 basic sight words and high-interest words which are found in primers and preprimers and relate to the child's immediate world. Throughout the workbook letter practice pages precede word practice pages. Special sentence pages that offer the child opportunities to practice using the spelling words within the context of simple sentences are included in the workbook. (RS)

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SPELLING

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Grade 1
Spelling
Practice Book

CS 010 082

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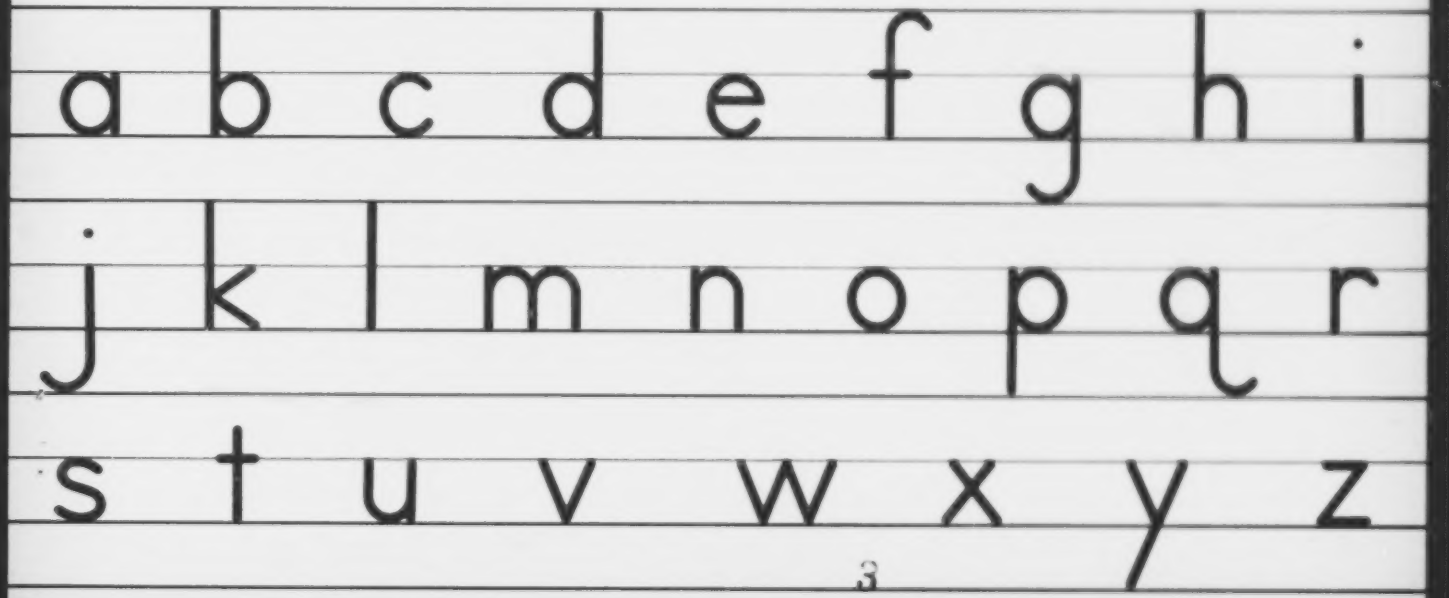

Grade 1

Spelling

Practice Book

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Introduction

This book provides practice for children at the first grade level in spelling basic sight words and high-interest words. These words are found in preprimers and primers and relate to the child's immediate world. Such words as *mother* and *father* are included; they are among the first in a child's speaking vocabulary and, therefore, his spelling vocabulary. *And*, *to*, *the*, *on* are some of the most frequently-used words in print. Words like *kick*, *jump*, and *run* are included because of their special appeal to active children. On page 4 is a complete listing of all the spelling words the child will practice in this book.

Spelling Related to Writing

Writing and spelling are basic skills in learning. When a child can write and spell a word, he or she can read it; the skills of reading and writing strengthen each other. One indication of a child's readiness for spelling is the ability to write his or her own name without a model.

Early mistakes in writing words may be caused by problems not related to spelling. For instance, letters may be confused. A child must be able to say the name of every letter in the alphabet. The child then learns to recognize the names of the letters of the alphabet while looking at them. (The inside front and back covers include the entire manuscript alphabet.) By pointing to a letter at random and asking what the letter is, the teacher or parent can check on the child's ability to relate the name and the appearance of the letter. This should be continued until all the letters have been named. (Special attention should be paid to letters such as *b* and *d*; *g*, *p*, and *q*; and *n* and *u*, which are frequently reversed.)

Another problem in spelling may be poor handwriting. If a letter is not made legibly and the word is misread, the problem is handwriting, not spelling. The first step should be to work on writing the letters correctly. For this reason, there are letter practice pages before word practice pages throughout this spelling book.

The style of handwriting used in this book is The Zaner-Bloser Alphabet. This Alphabet is the most widely used in the schools of the United States.

How to Proceed

On each letter practice page that precedes the spelling lesson, both the lower and upper-case forms of the letter are presented. There is a solid model with stroke arrows and numerals, a fading model for the child to trace or write over, and a "tolerance" area model within which the child writes the letter. Then the child practices the letter independently in the blanks.

On each spelling page, the word is presented in a solid model and a fading model. The child sees the word, reads it aloud and traces over the solid model. Then he or she writes over the fading model. Next, a configuration of the word is presented; the child sees the shape of the word and writes the word within the shape. Finally, the child writes the word in the blanks provided. Through a step-by-step process of seeing, saying, tracing over, and writing the word, the child develops a feel for the word.

Special sentence pages are included; these offer the child opportunities to practice using spelling words within the context of simple sentences.

Reviews include:

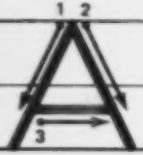
- Short sentences presented with one word missing in each. The child is to choose the appropriate word from a list of spelling words.
- Matching words with their shapes and writing the words.
- Identifying spelling words by clues.
- Recognizing spelling words within the context of a story.

Contents

Page

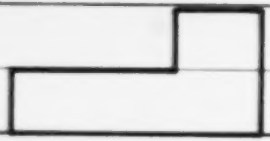
6 *and*
7 *apple*
9 *big*
10 *baby*
12 *can*
13 *come*
15 *day*
16 *do*
19 *eat*
20 *egg*
22 *for*
23 *father*
25 *get*
26 *go*
30 *have*
31 *his, her*
33 *in*
34 *I*
36 *jump*
37 *John*
39 *kick*
40 *kitty*
42 *like*
43 *look*
46 *my*
47 *mother*
49 *not*
50 *no*
54 *on*
55 *one*
58 *play*
59 *puppy*
61 *quiet*
62 *queen*
64 *run*
65 *rabbit*
68 *saw*
69 *she, he*
71 *to*
72 *the*
75 *us*
76 *up*
80 *very*
81 *vowels*
83 *was*
84 *we*
87 *fox*
88 *x-ray*
90 *you*
91 *yes*
93 *zero*
94 *zoo*

Trace over the solid model. Write over the faded model. Write the letter within the shape. Then write the letter in each of the spaces.



Trace over the solid model. Write over the faded model. Write the word within the shape. Then write the word in each of the spaces.

and and



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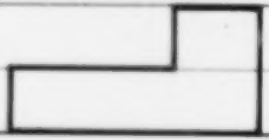

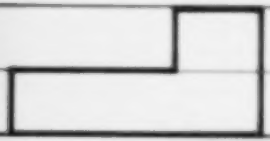

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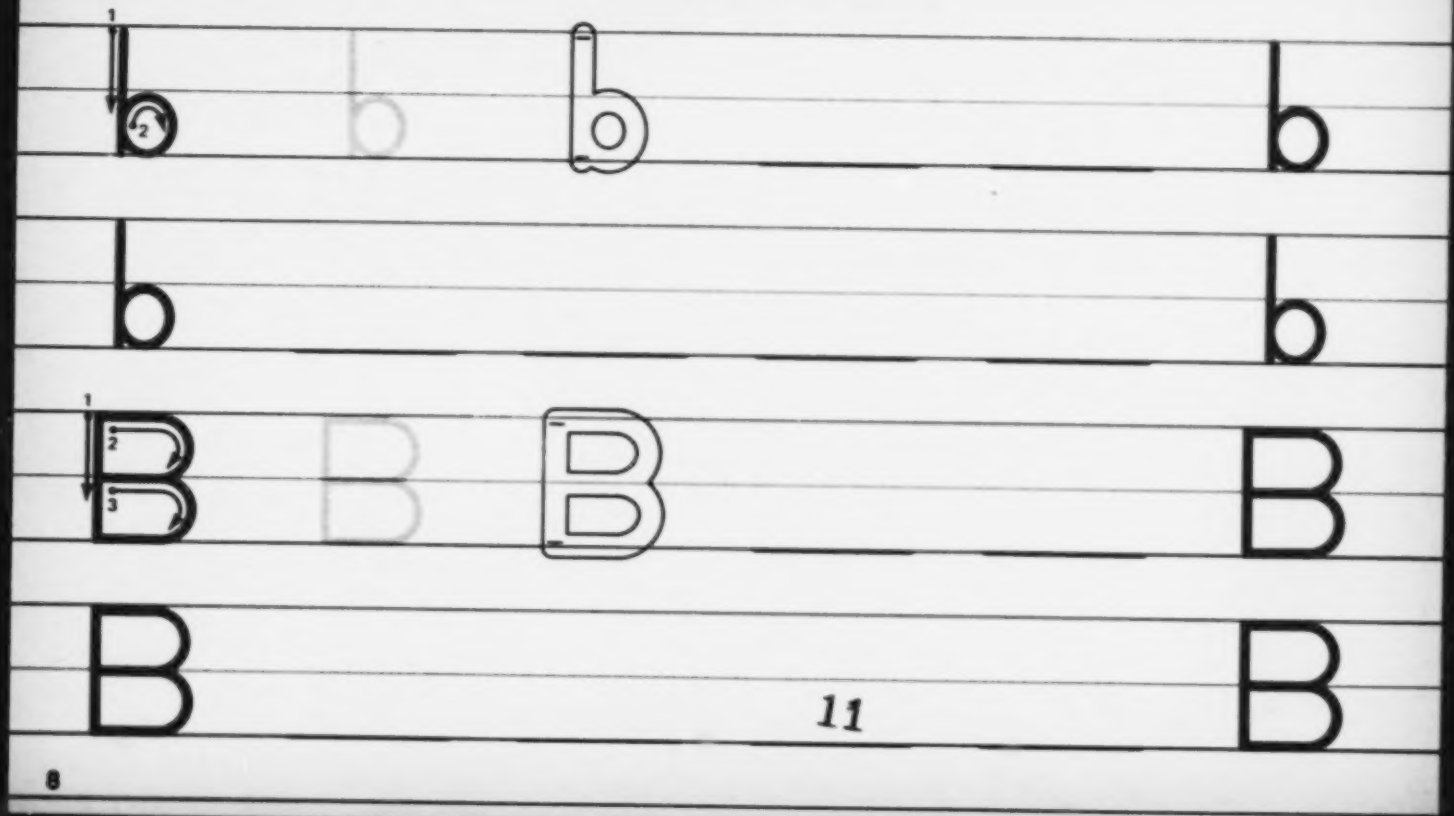
Apple



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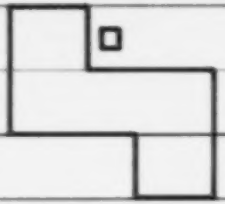
8

big big



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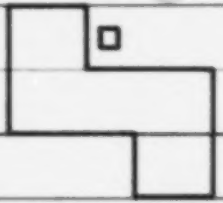
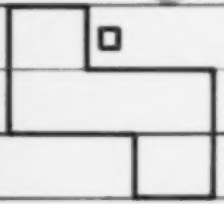
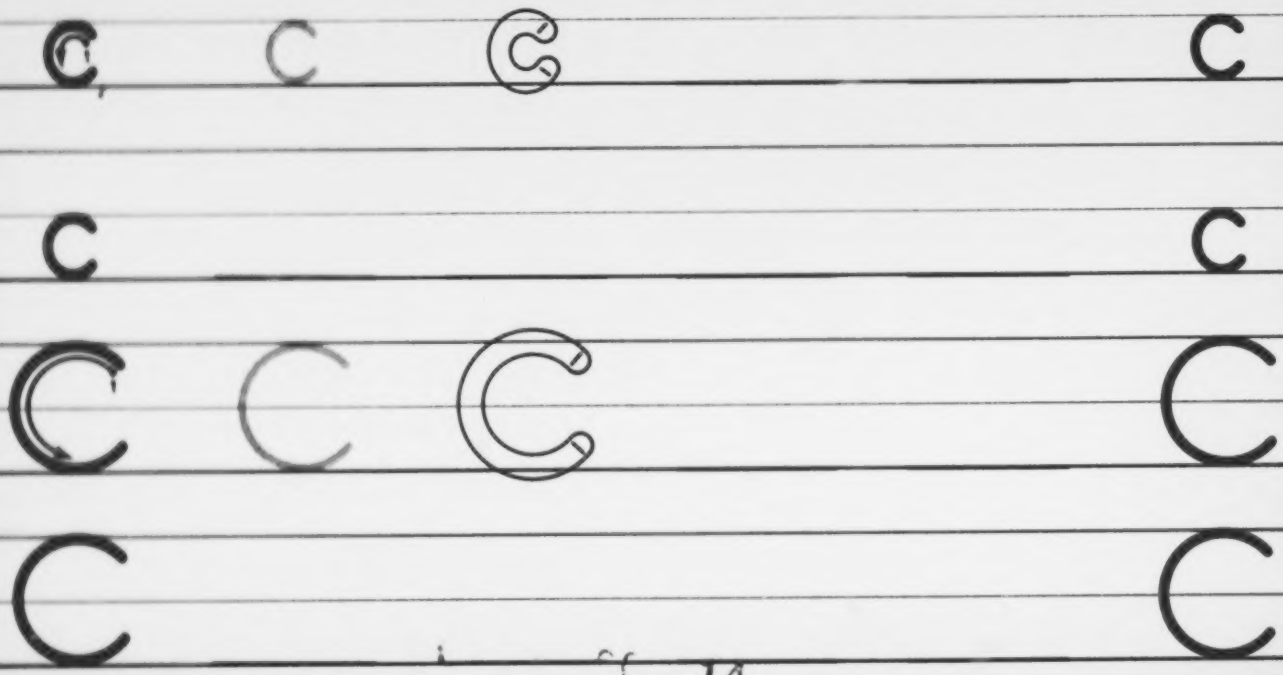




Baby Baby

Baby

13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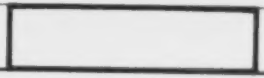
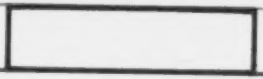
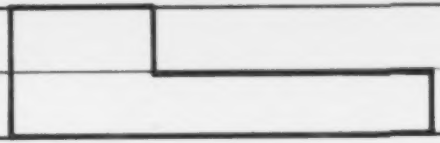
can can

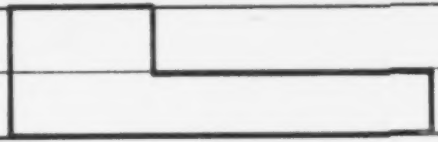


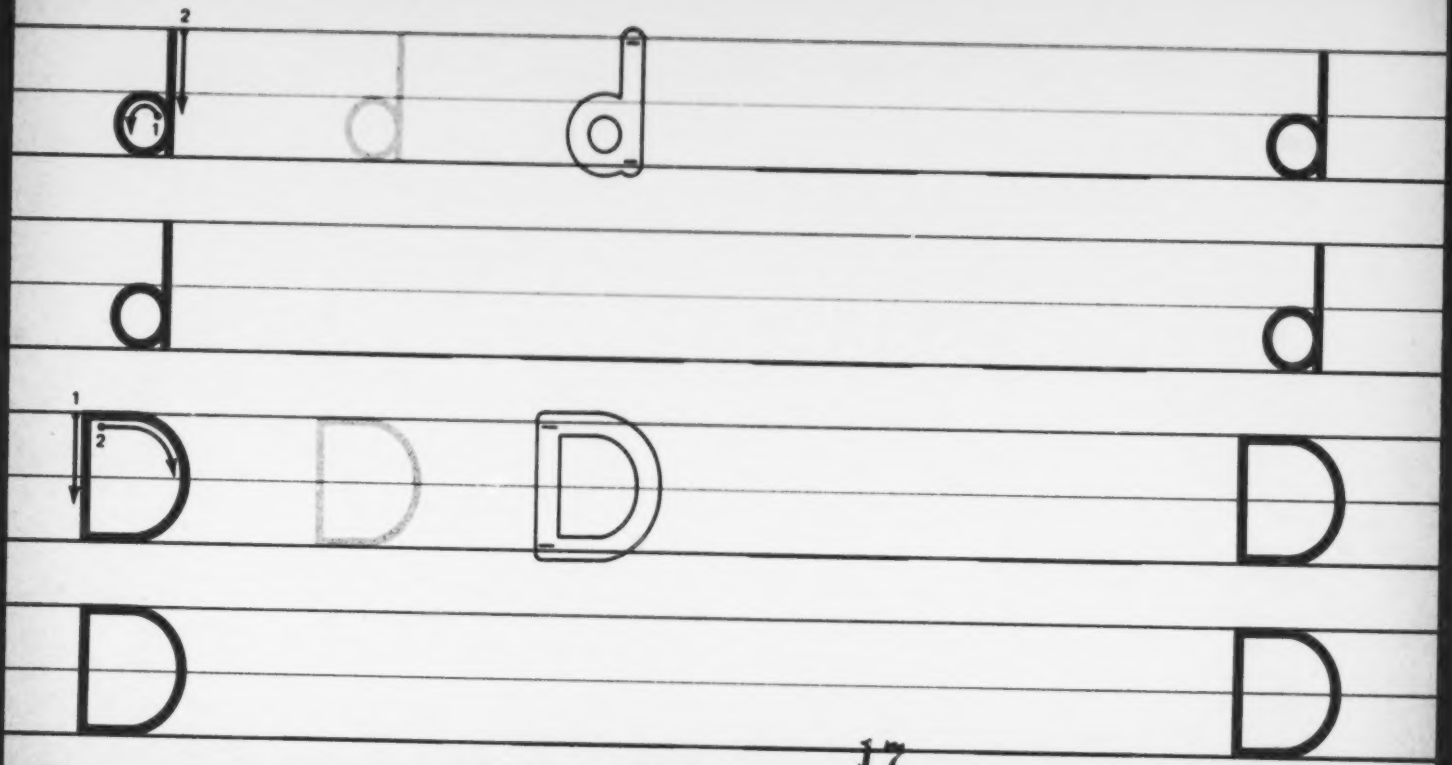
can



Come Come



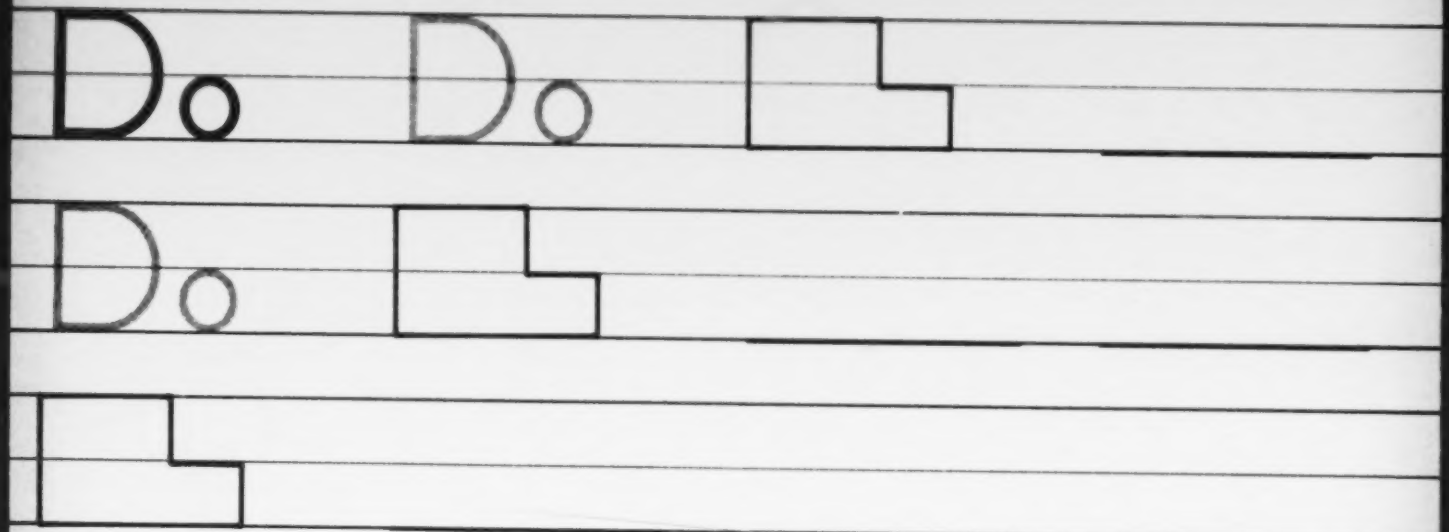




17

day day

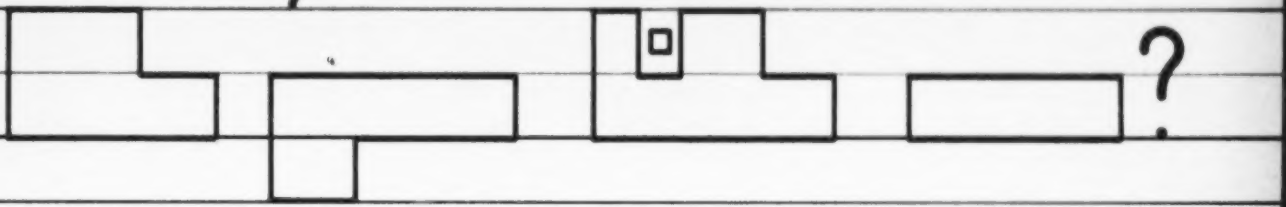
day



1. Trace over the word in red. 2. Write over the faded words in the sentence.
3. Write the words within the shapes. 4. Then write the sentence.

1. Do you like me?

2. Do you like me?

3. 

4.

Trace over the solid model. Write over the faded model. Write the letter within the shape. Then write the letter in each of the spaces.

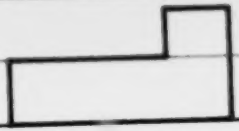
e e e

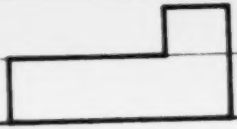
e e

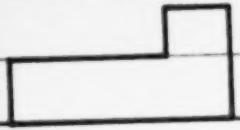
E E E

E E

Trace over the solid model. Write over the faded model. Write the word within the shape. Then write the word in each of the spaces.

eat eat 

eat 

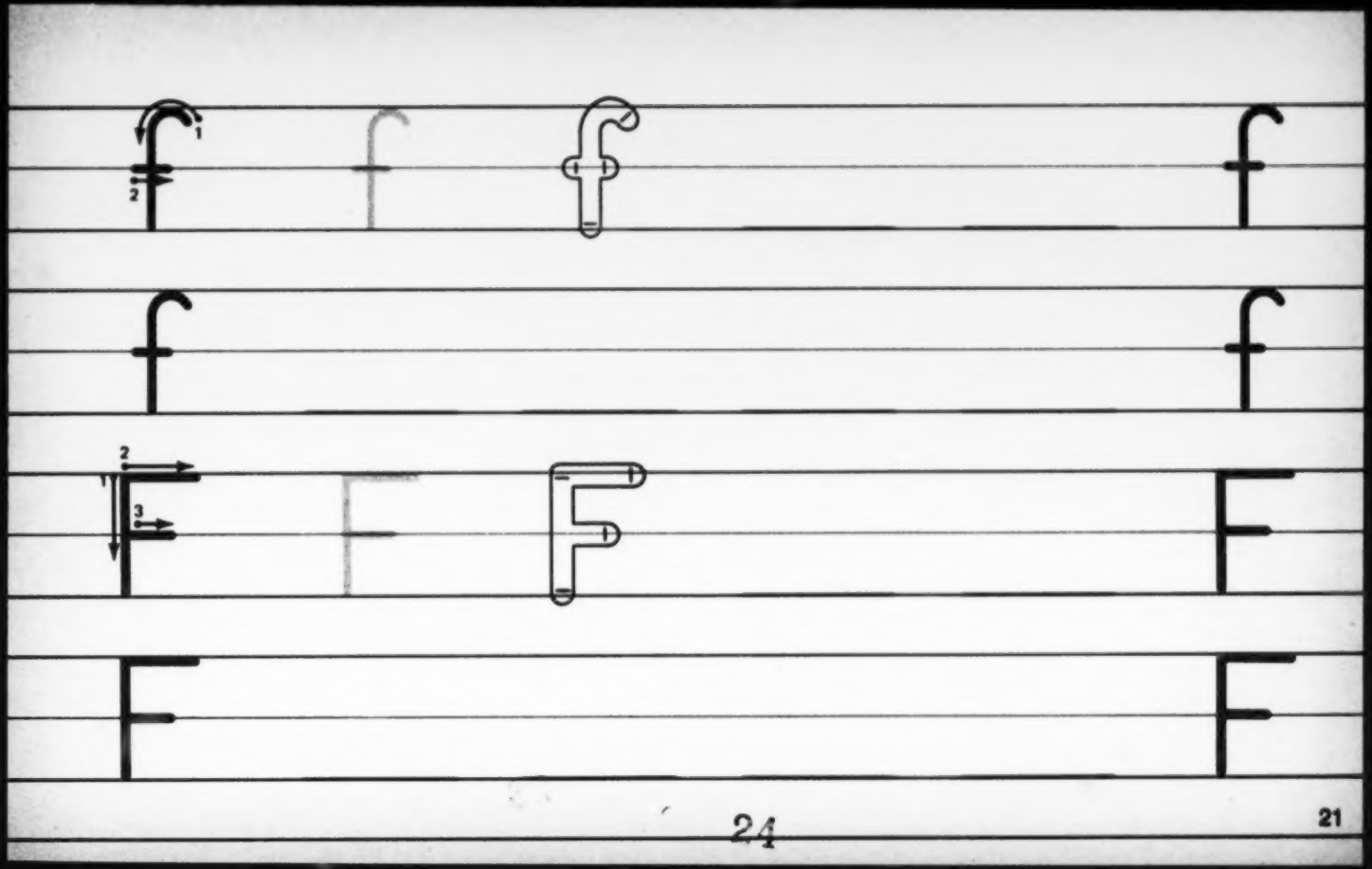


22

Egg Egg

Egg

23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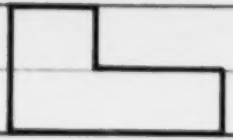
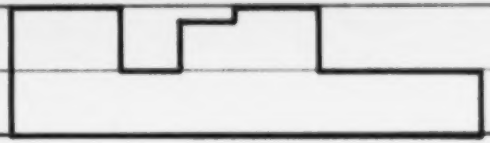
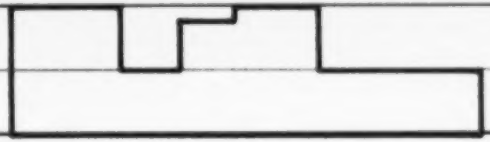
for for 

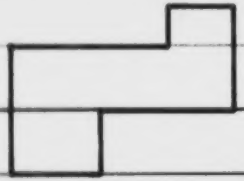
for

Father Father





get get



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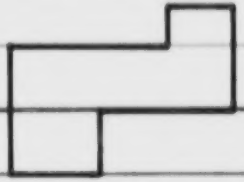
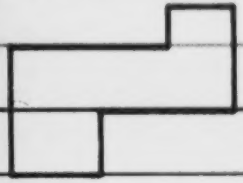




Go Go

Go

29

Fill in the missing word.

and can eat for

This is _____ you.

I _____ lettuce.

Go _____ find it.

Ducks _____ swim.

30

Fill in the missing word.

big can day get

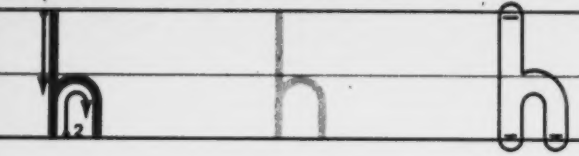
I'll _____ a cup.

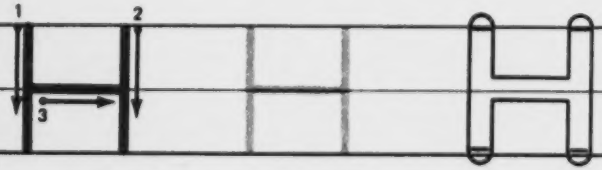
My dog is _____.

This is the _____.

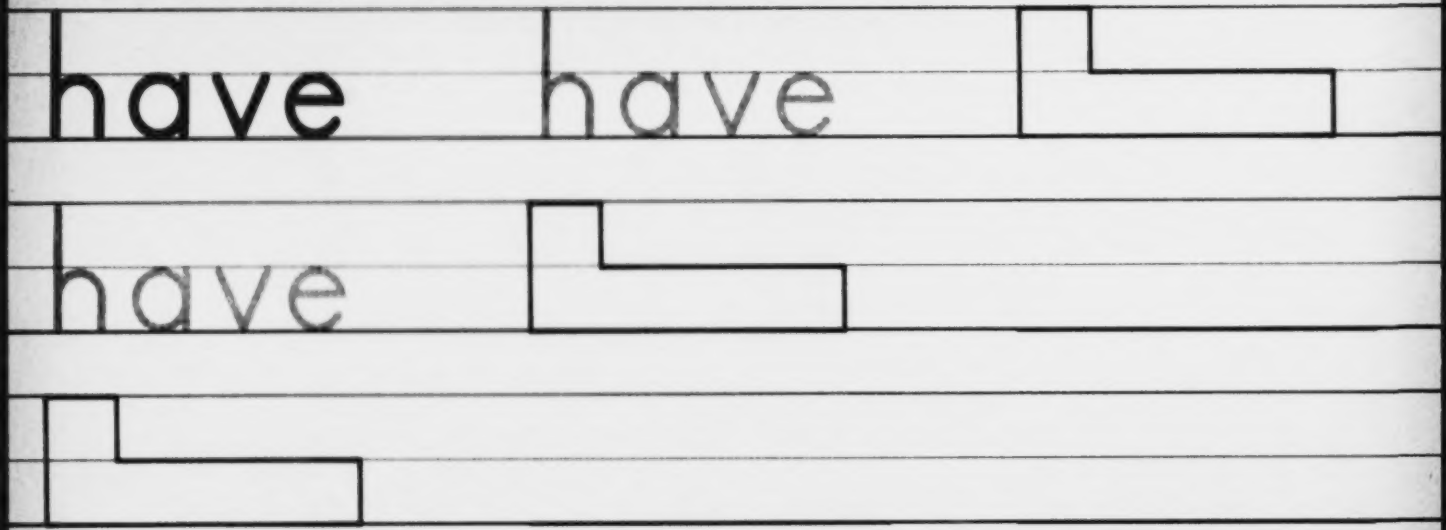
Bill _____ fish.

Trace over the solid model. Write over the faded model. Write the letter within the shape. Then write the letter in each of the spaces.





Trace over the solid model. Write over the faded model. Write the word within the shape. Then write the word in each of the spaces.



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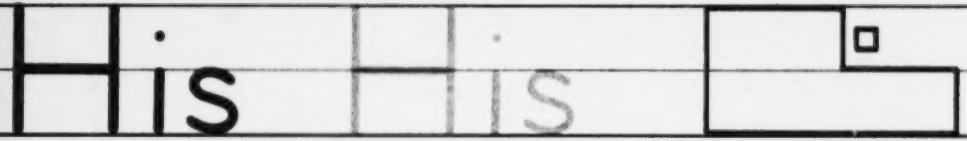
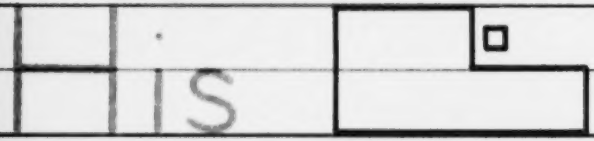
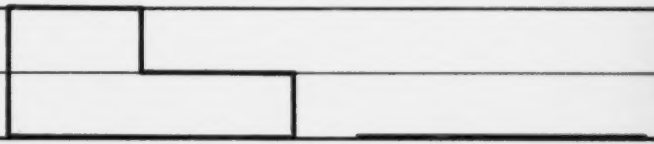
His His



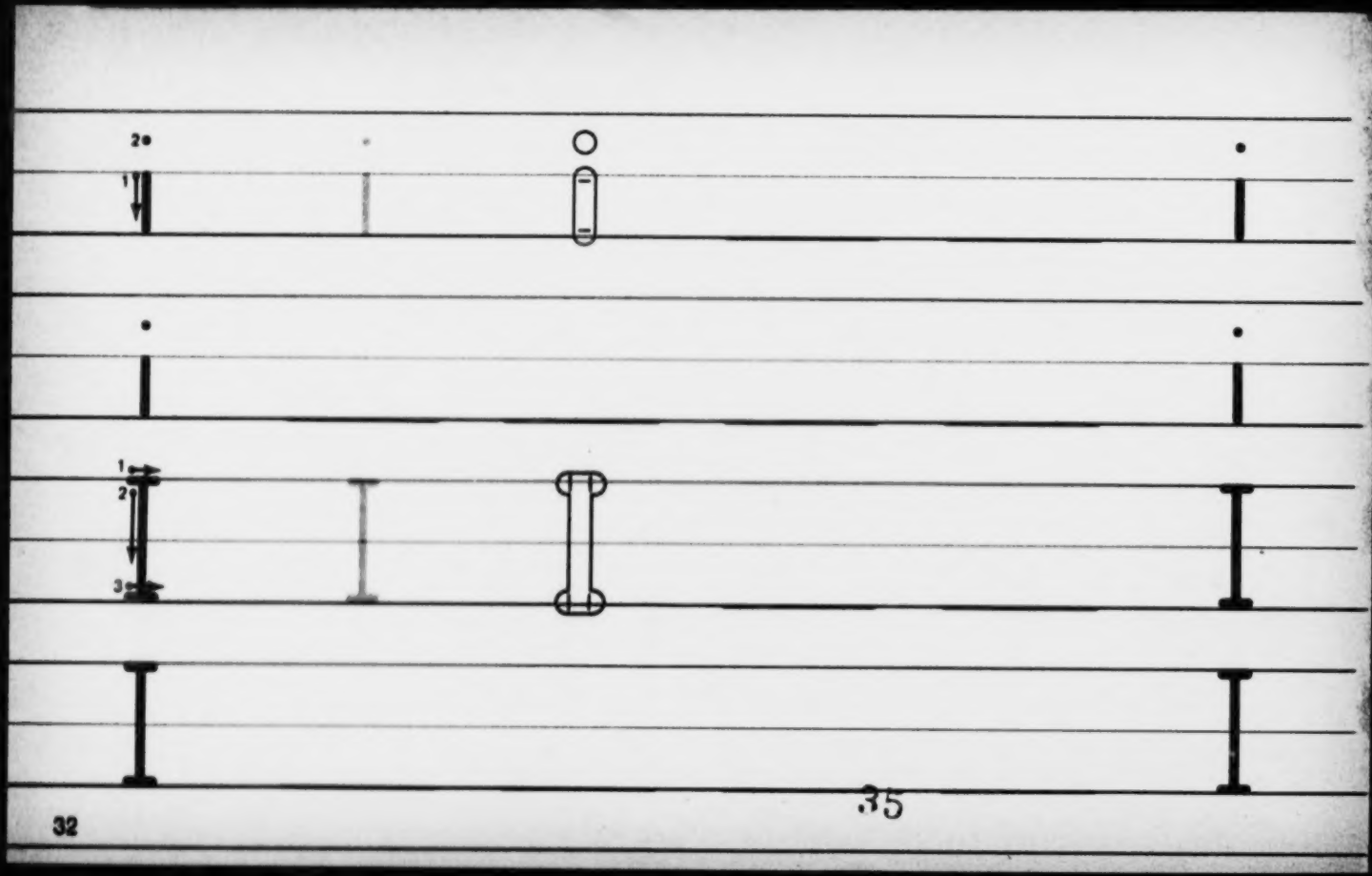
His



Her Her



Her


2
1
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in in

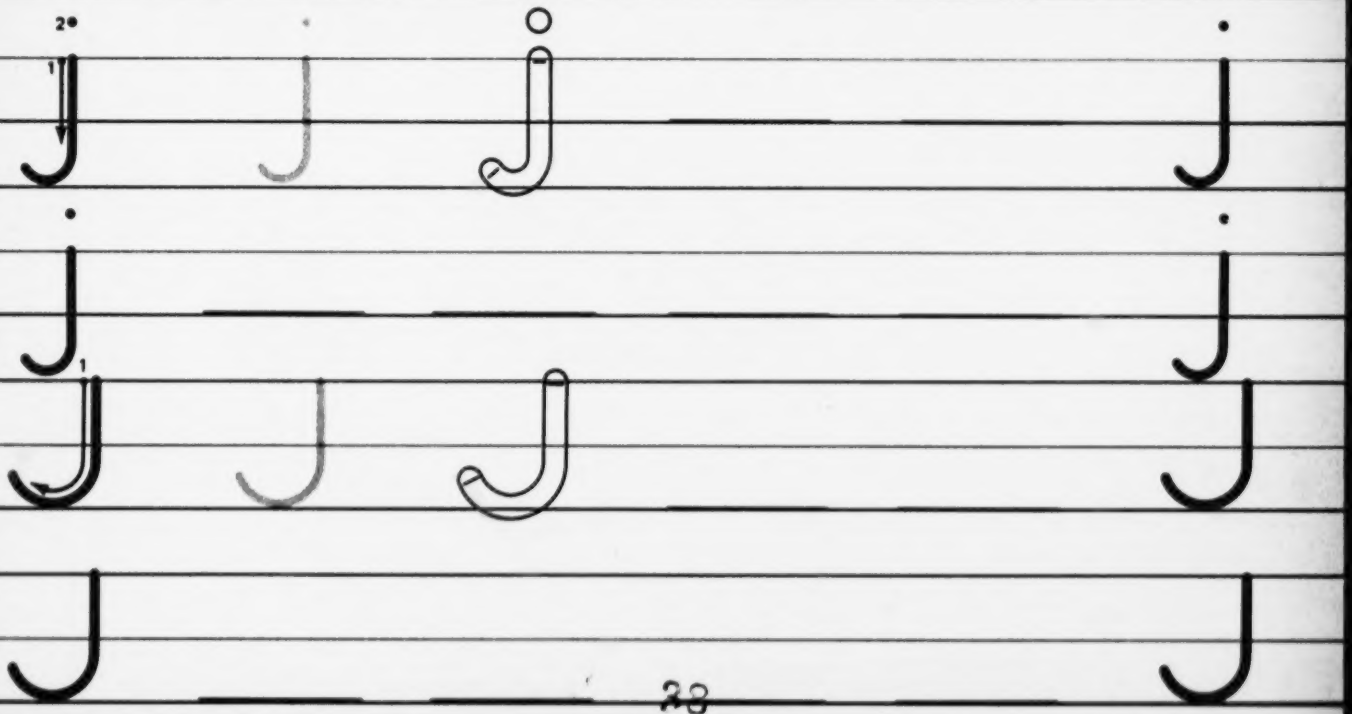
in

I I

1. I like milk.

2. I like milk.

3.


2
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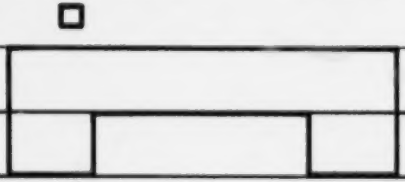
23

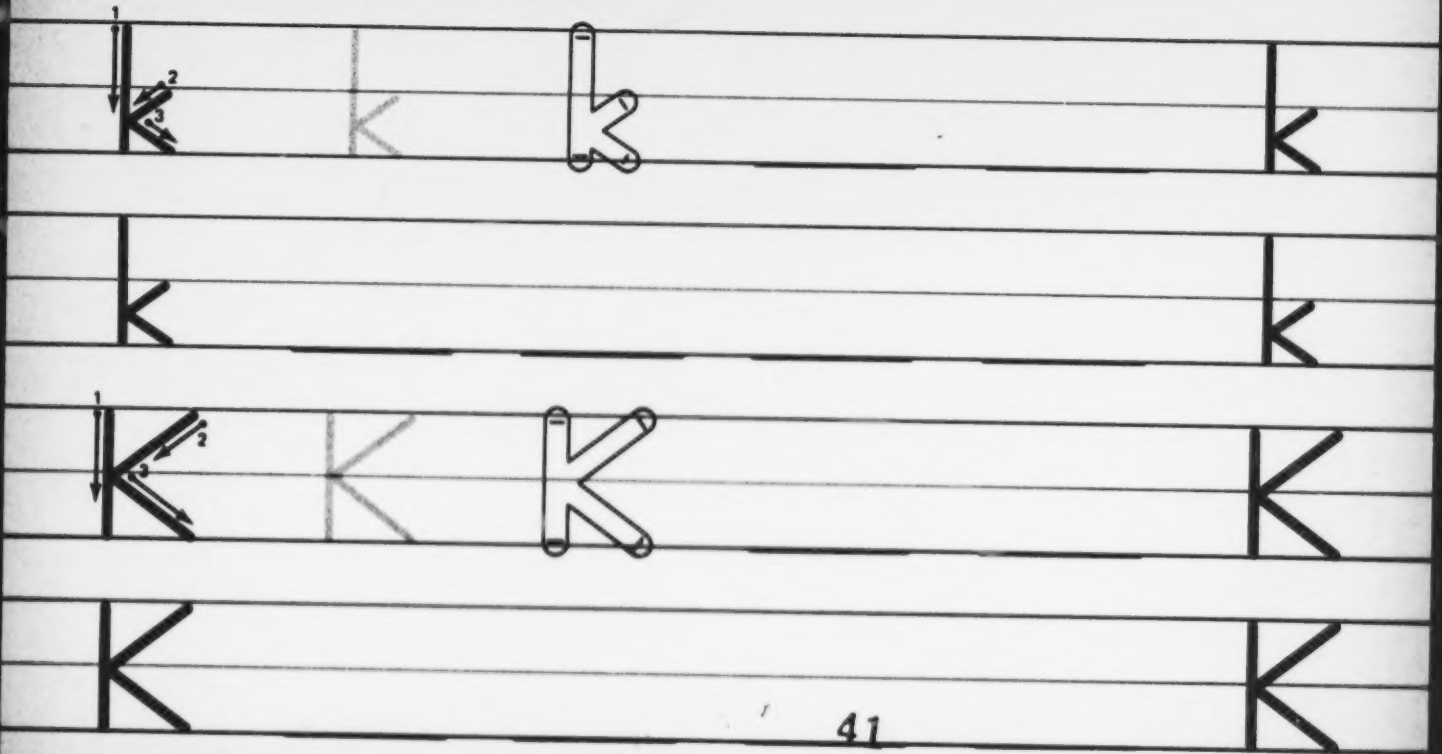
jump



jump

John John

John



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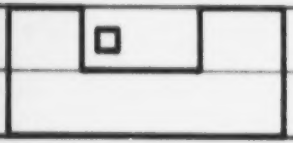
kick kick



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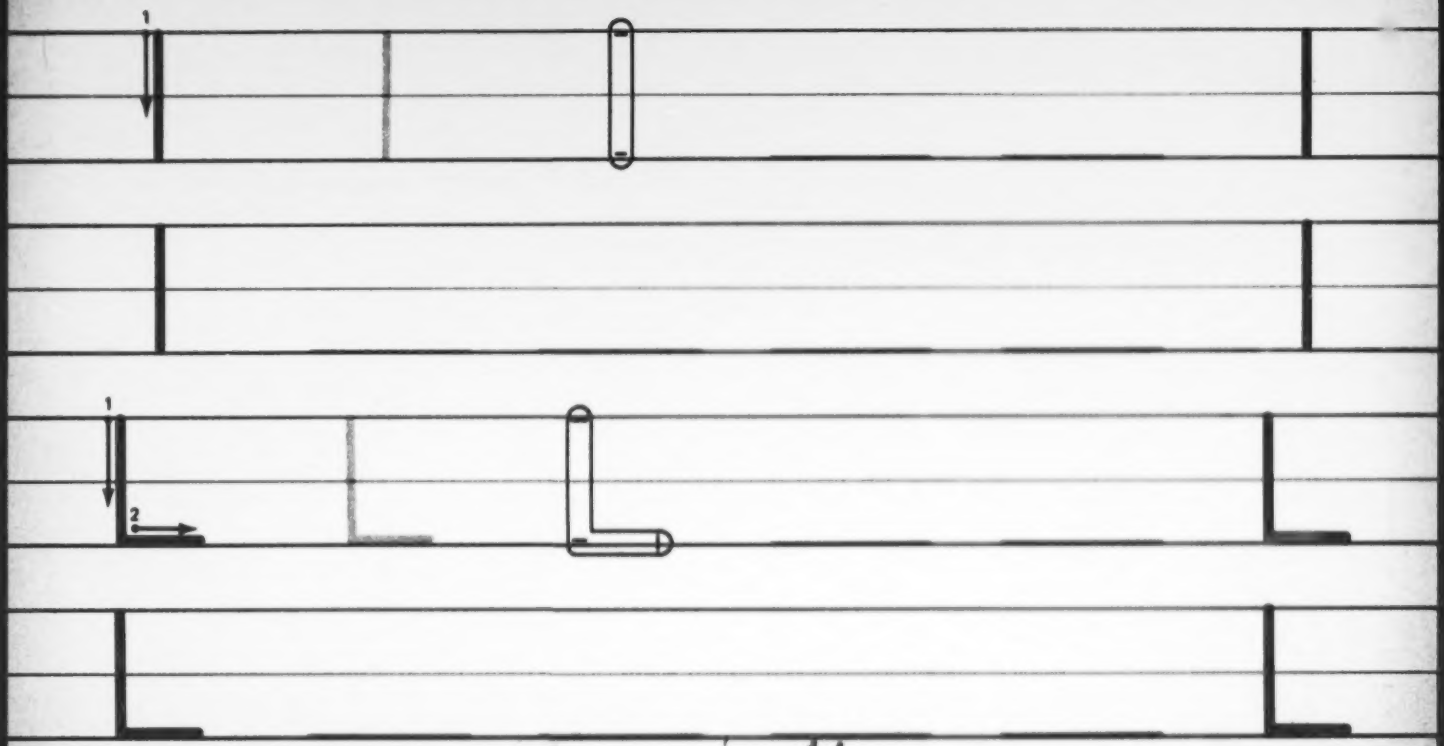
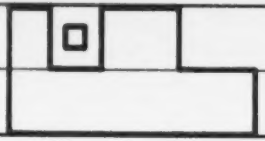
Kitty Kitty

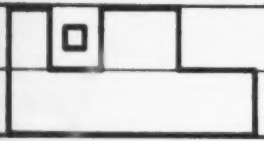
Kitty


1
1
2

like like



like



Look Look

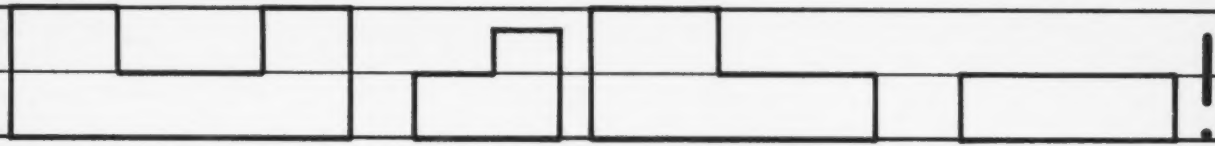
Look

46

1. Trace over the word in red. 2. Write over the faded words in the sentence.
3. Write the words within the shapes. 4. Then write the sentence.

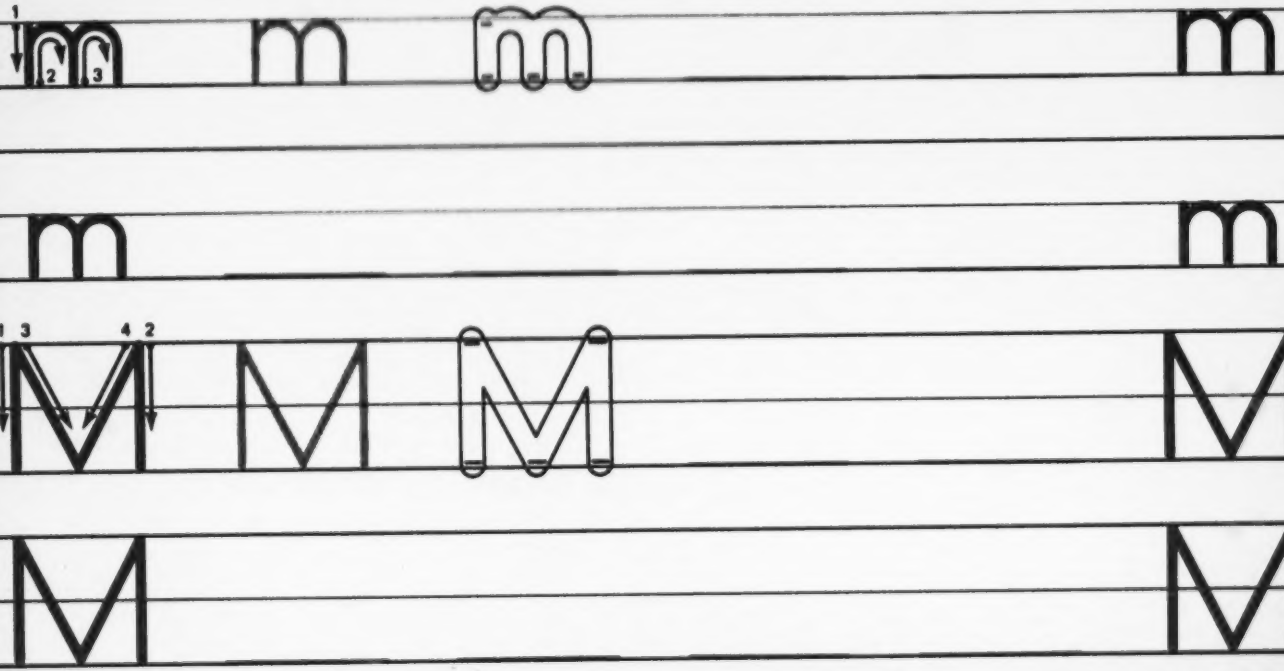
1. Look at Tom run!

2. Look at Tom run!

3. 

4.

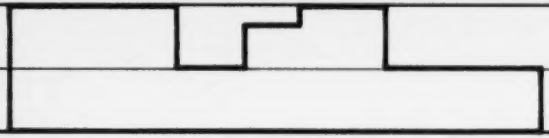
47

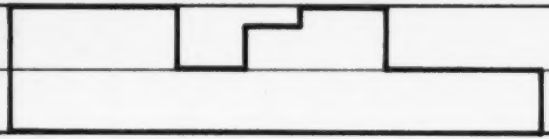

1
2
3
1 3
4 2

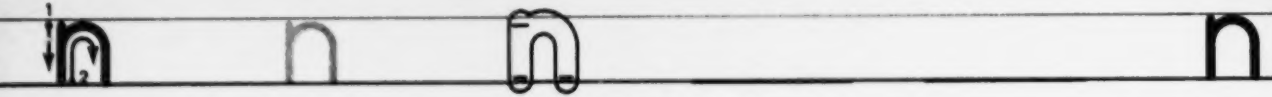
my my

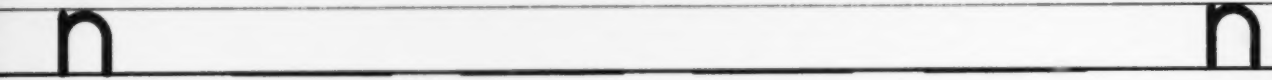
my

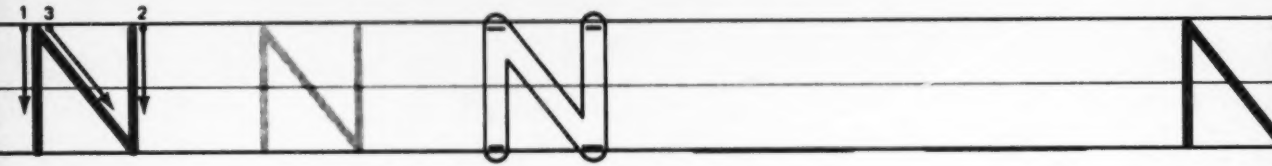
Mother Mother

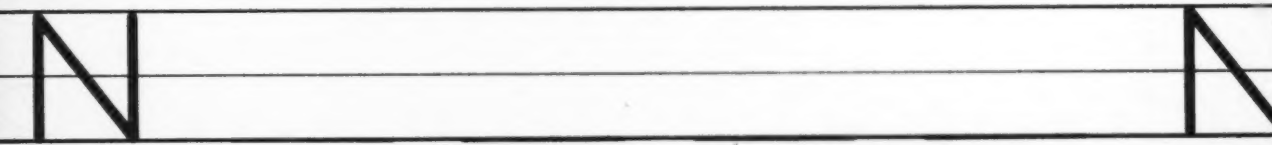





1
2

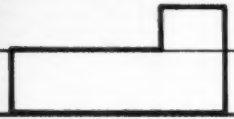



1
3
2



not not

not



No No

No

Circle these words in the story.

have into jump kick likes my not

I have a kitten named John. His coat is black.
He likes to jump into my lap and kick his paws
in the air. He is not very big.

Write them below.

have into jump kick like my not

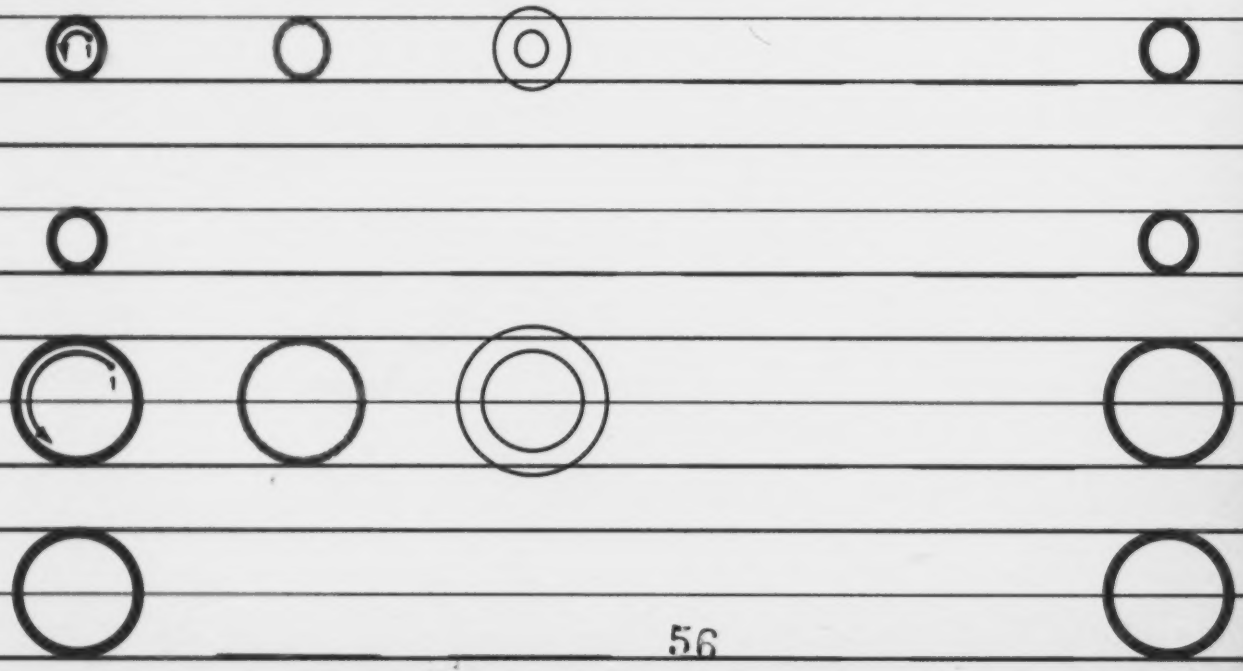
Look at the words above.
Write the three words that have *i* in them.

Write a rhyming word for *bump*.

Write a rhyming word for *pot*.

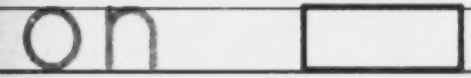
What two words are left?

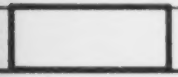
Trace over the solid model. Write over the faded model. Write the letter within the shape. Then write the letter in each of the spaces.



56

Trace over the solid model. Write over the faded model. Write the word within the shape. Then write the word in each of the spaces.





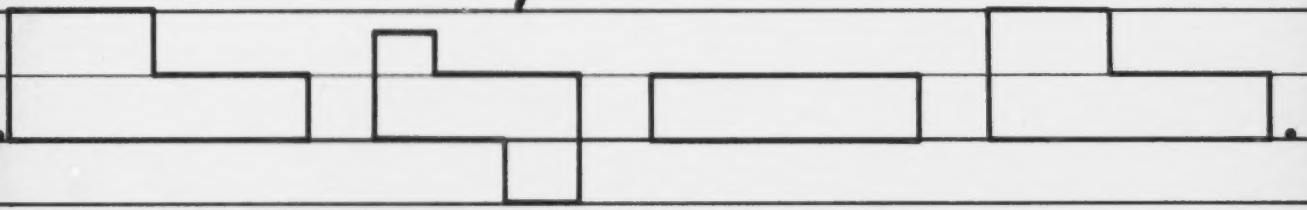
One One

One

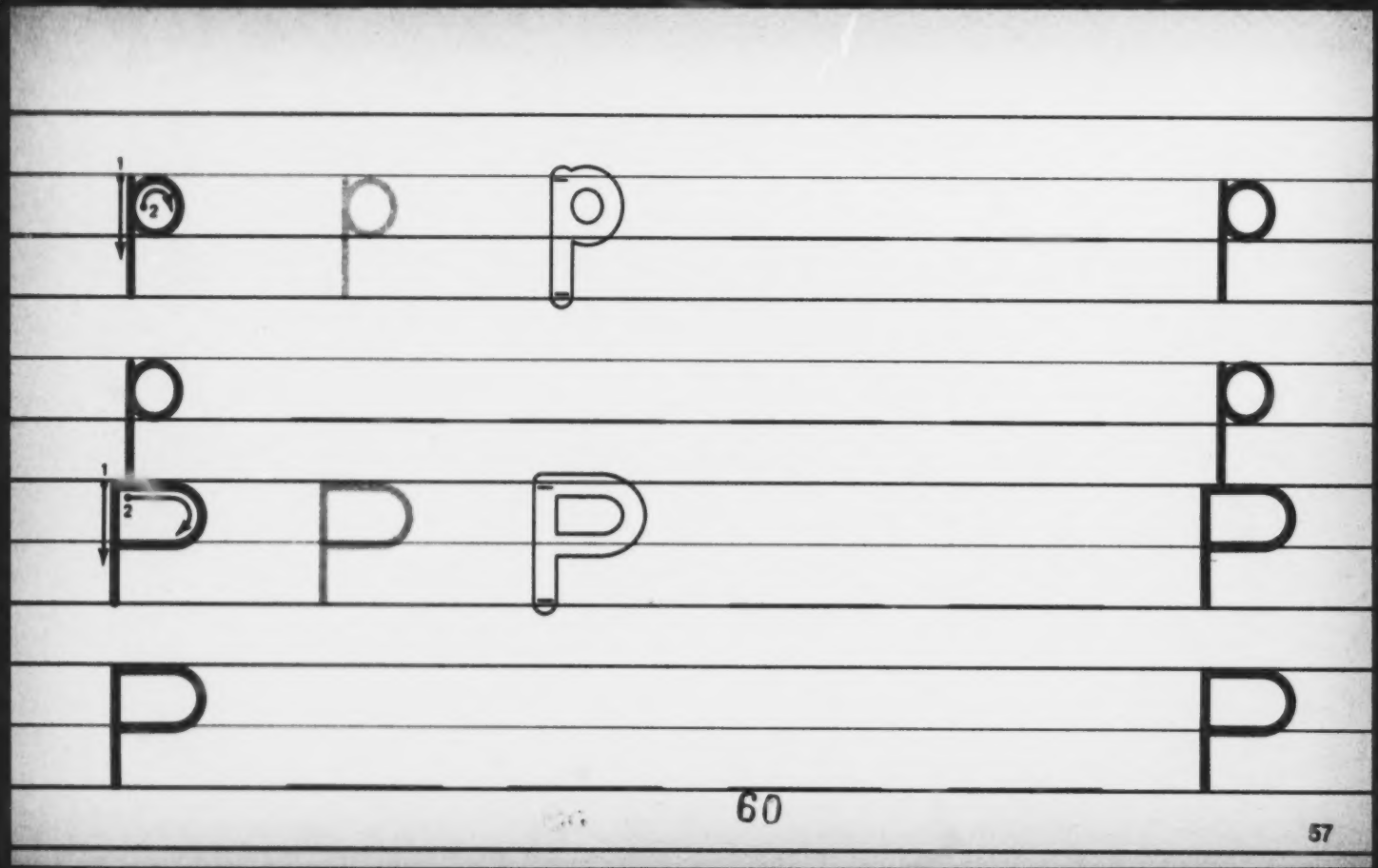
1. Trace over the word in red. 2. Write over the faded words in the sentence.
3. Write the words within the shapes. 4. Then write the sentence.

1. One toy was blue.

2. One toy was blue.

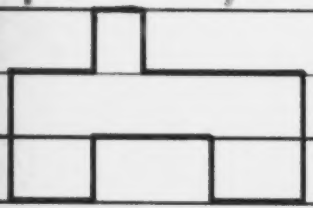
3. 

4.


1
2
1
2

play play

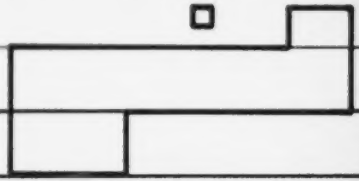
play



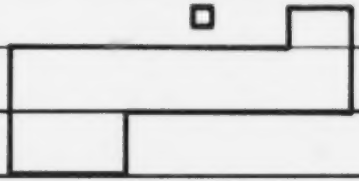
Puppy

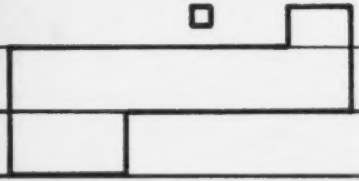
Puppy

quiet quiet

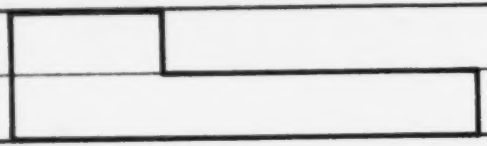


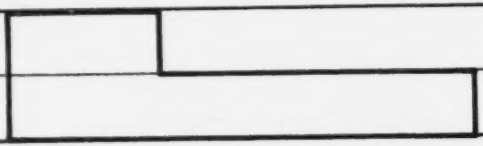
quiet





Queen Queen



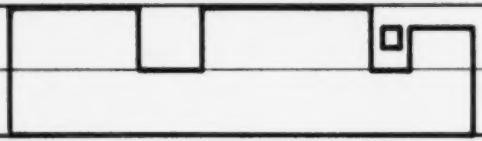


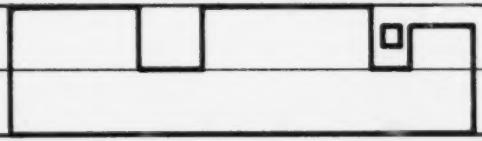
1
2
r
r
r
r
1
2
3
R
R
R
R
R
R

run run

run

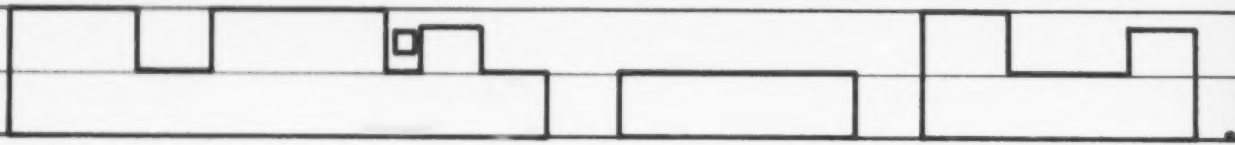
Rabbit Rabbit



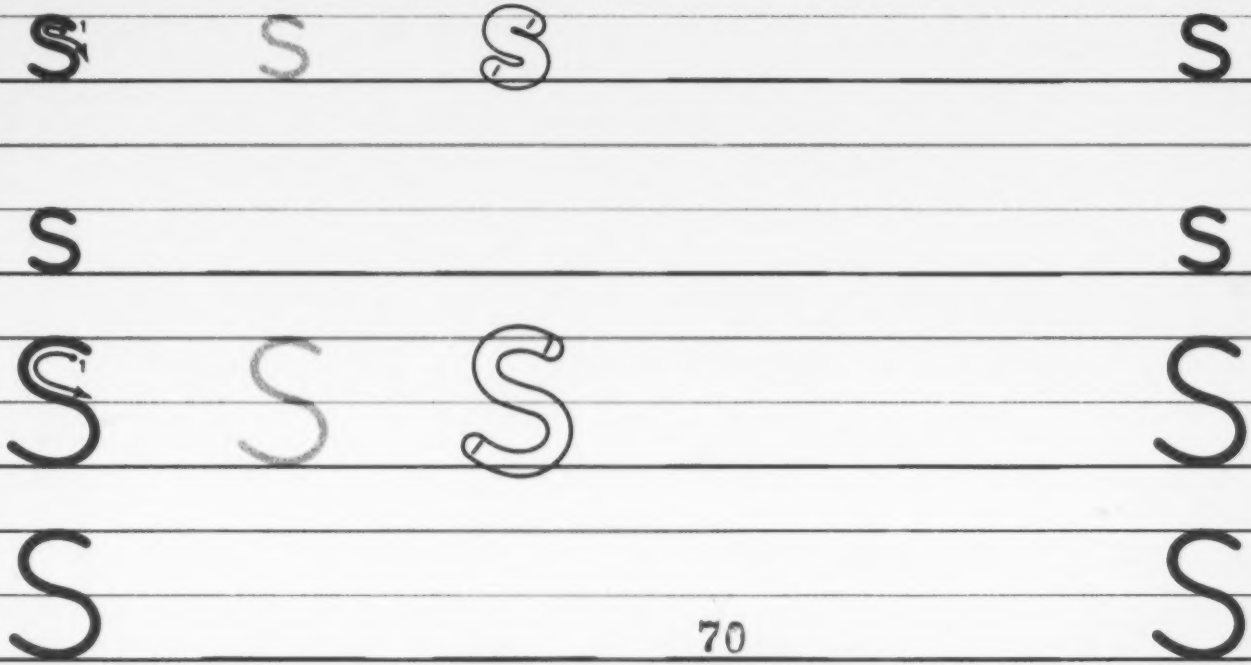


1. Rabbits run fast.

2. Rabbits run fast.

3. 

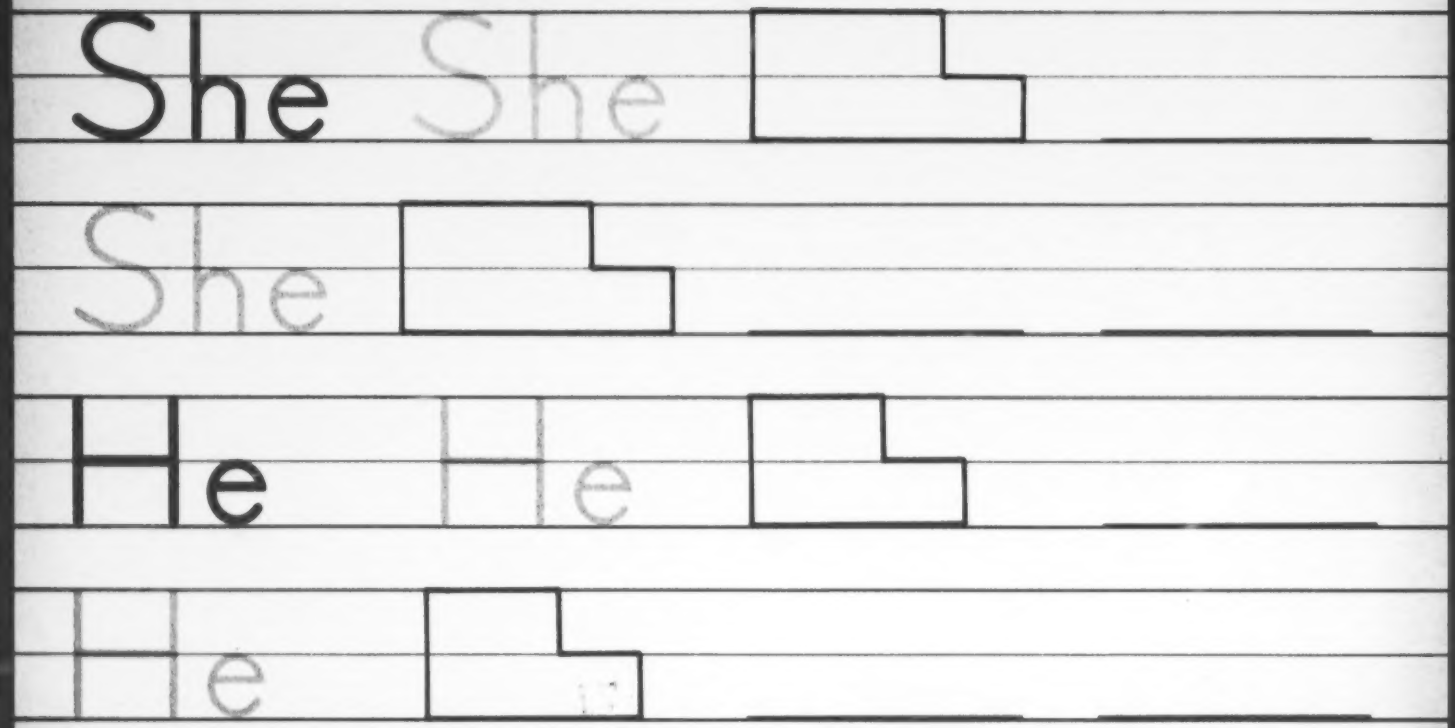
4.

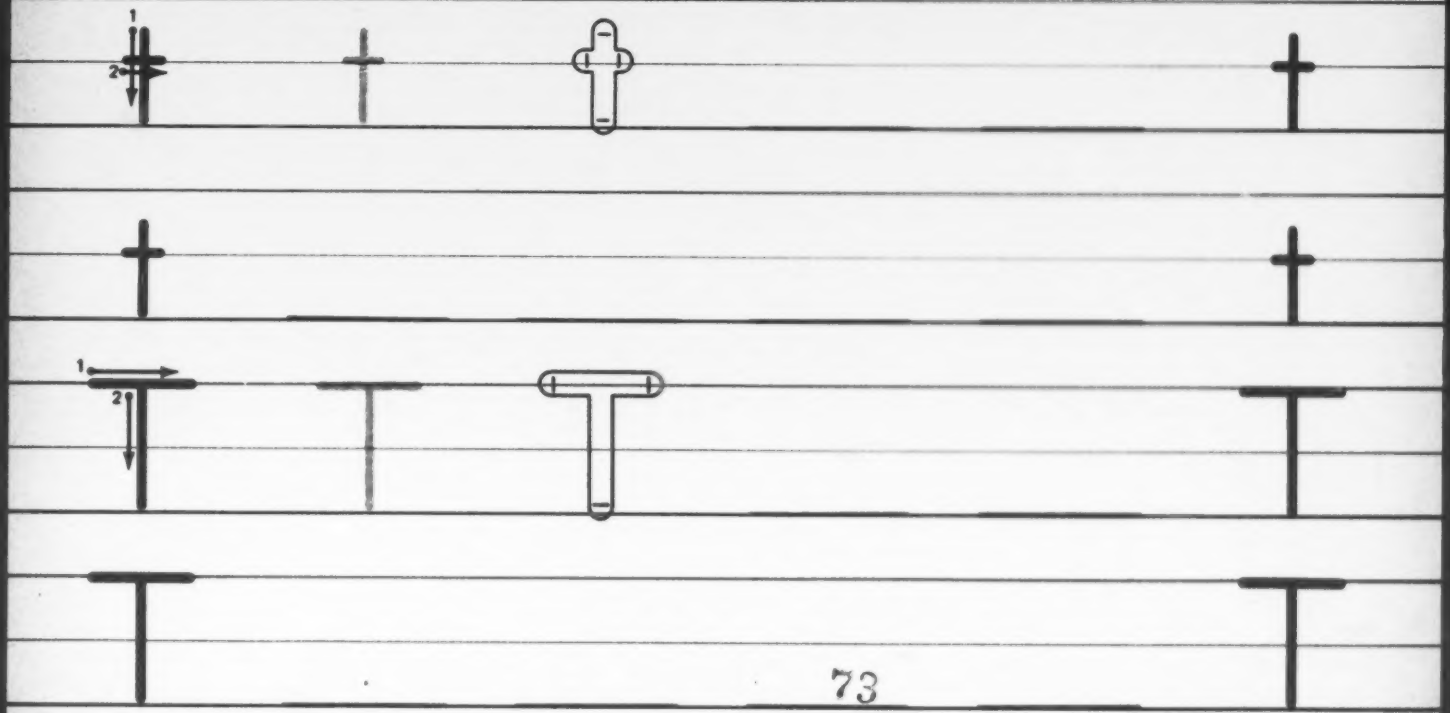


70

saw saw

saw

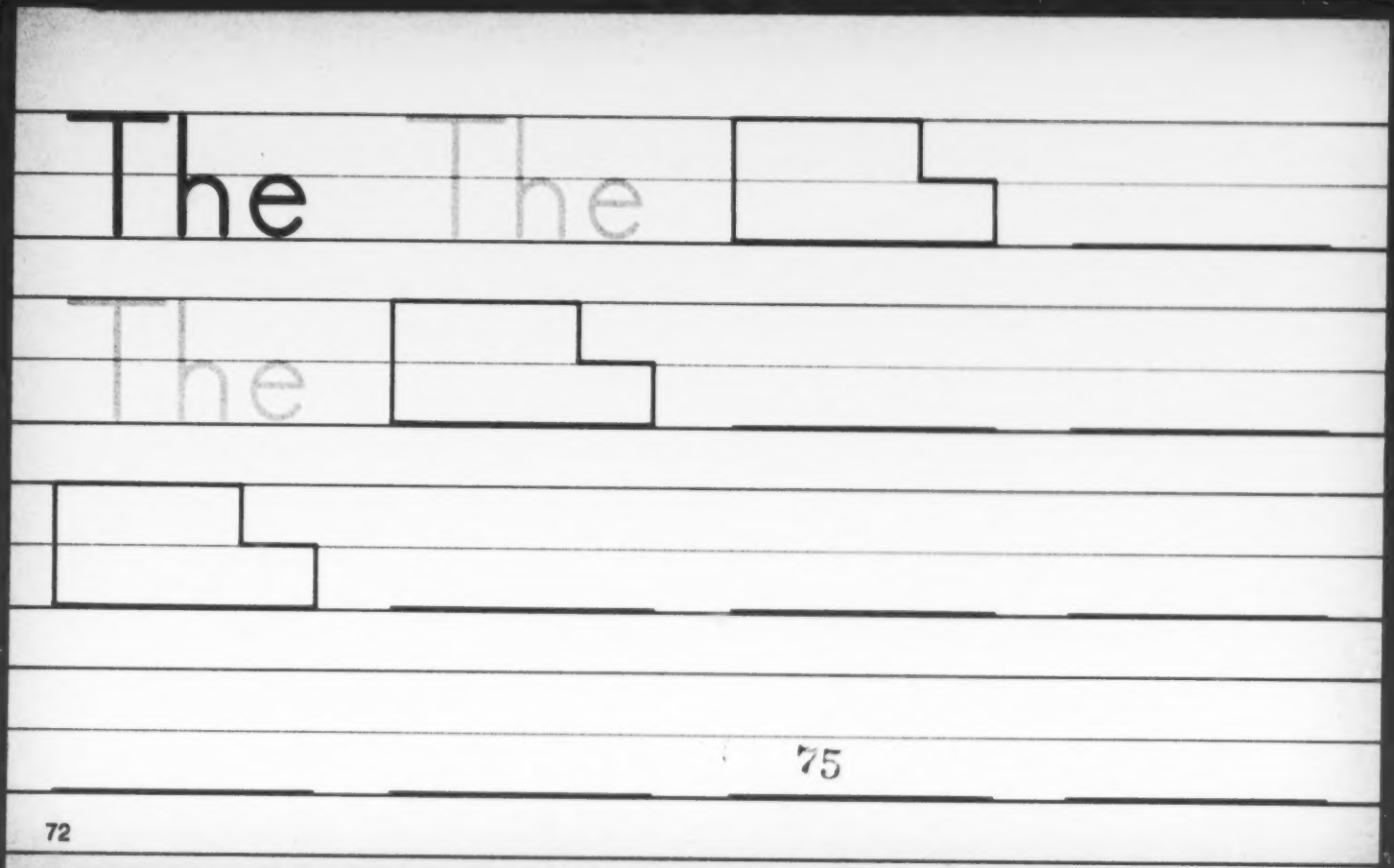

She
She
She
He
He
He



73

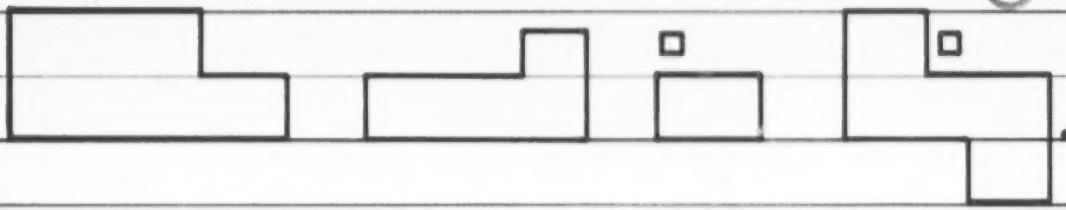
to to

to

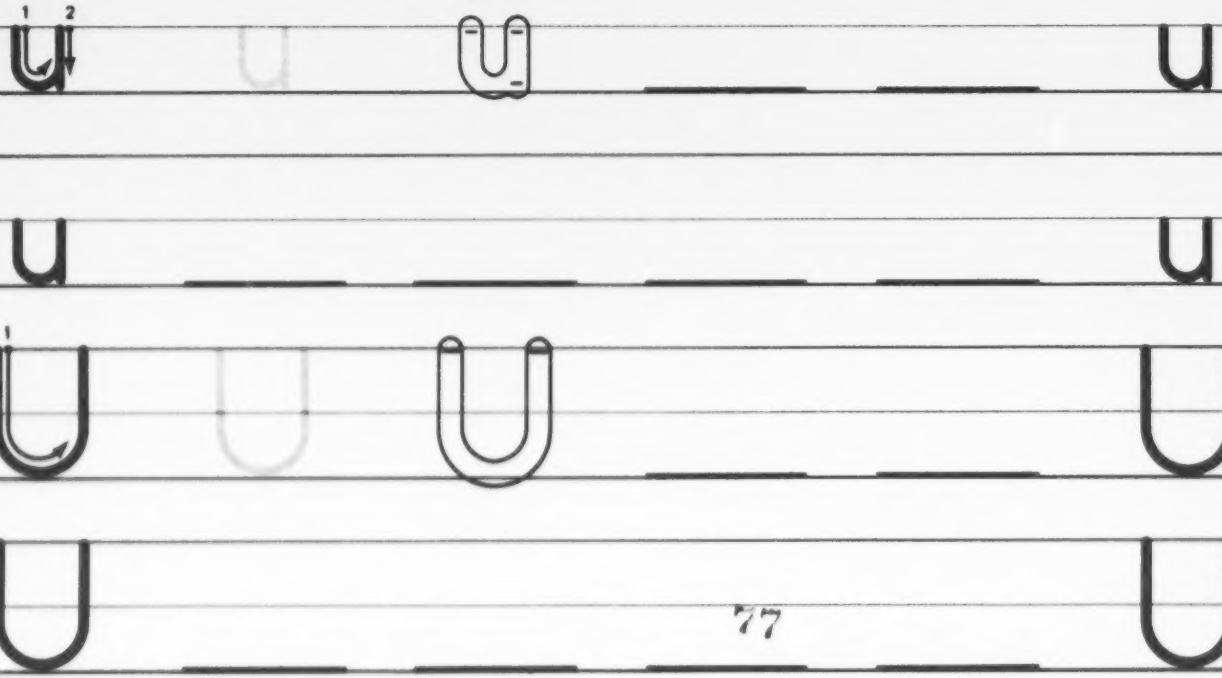

The
The
The
75

1. The cat is big.

2. The cat is big.

3. 

4.


1
2
1
77

us us

us

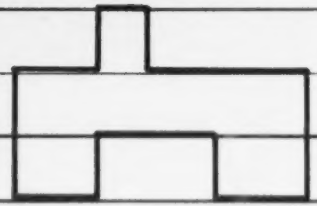
Up Up

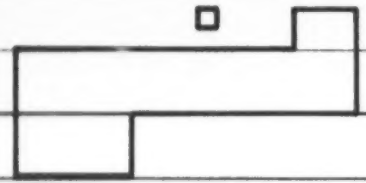
Up Up

79

Match each word with its shape. Write the word.

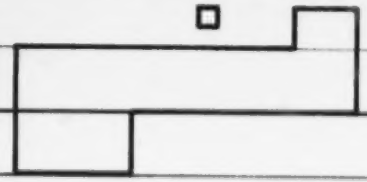
run on play quiet

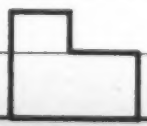




Match each word with its shape. Write the word.

saw to quiet on





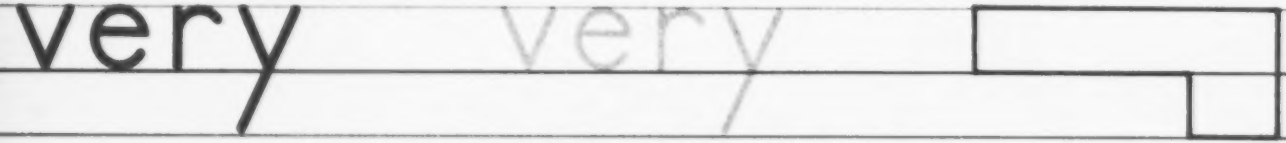
81

Trace over the solid model. Write over the faded model. Write the letter within the shape. Then write the letter in each of the spaces.

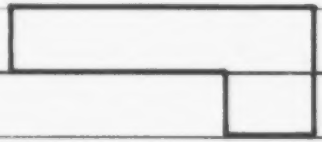
82

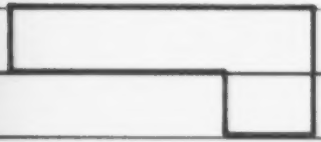
Trace over the solid model. Write over the faded model. Write the word within the shape. Then write the word in each of the spaces.

very very



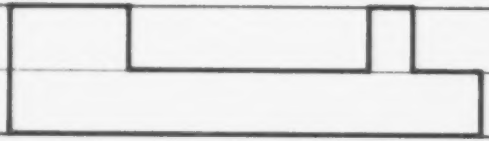
very





83

Vowels Vowels



84

W W W W

W W

W W W W

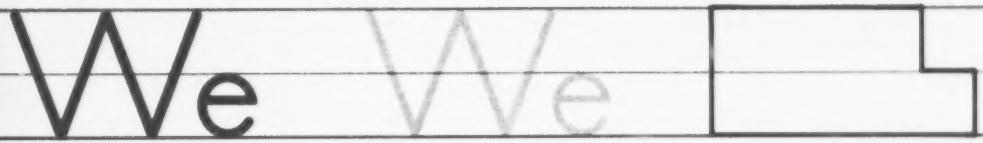
W W

85

was was

was

We We



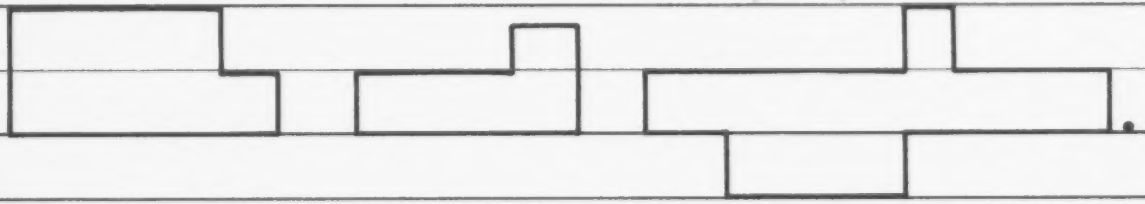
We

87

1. Trace over the word in red. 2. Write over the faded words in the sentence.
3. Write the words within the shapes. 4. Then write the sentence.

1. We eat apples.

2. We eat apples.

3. 

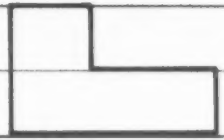
4.

88

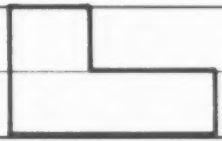
1
2

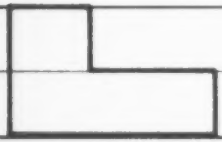
1
2

fox fox

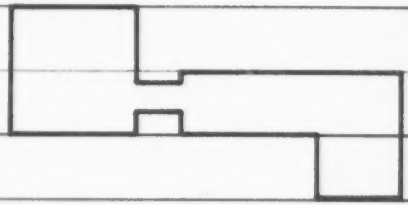


fox

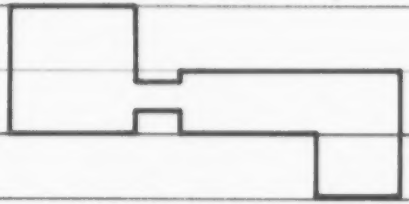


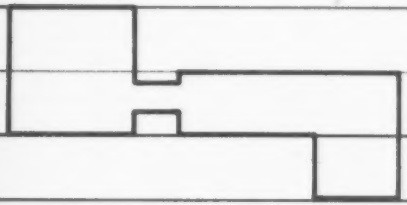


X-ray

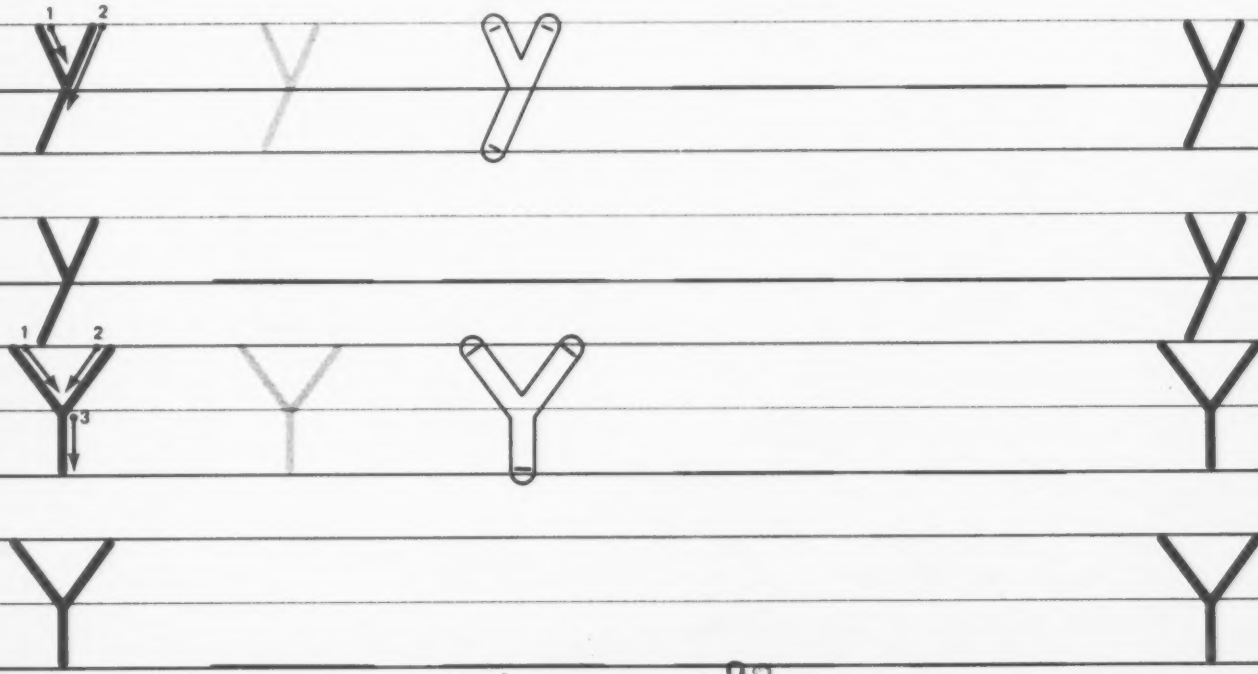


X-ray

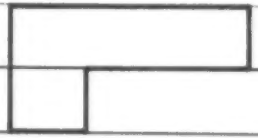




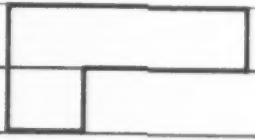
91

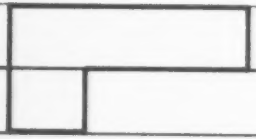

1
2
1
2
3

you you



you

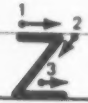


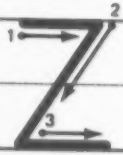


93

Yes Yes

Yes


1
2
3


1
2
3

zero zero

zero

Zoo Zoo

Zoo

Fill in the missing word. very was fox you

I saw a _____.

Can _____ sing?

It _____ fun.

I am _____ happy.

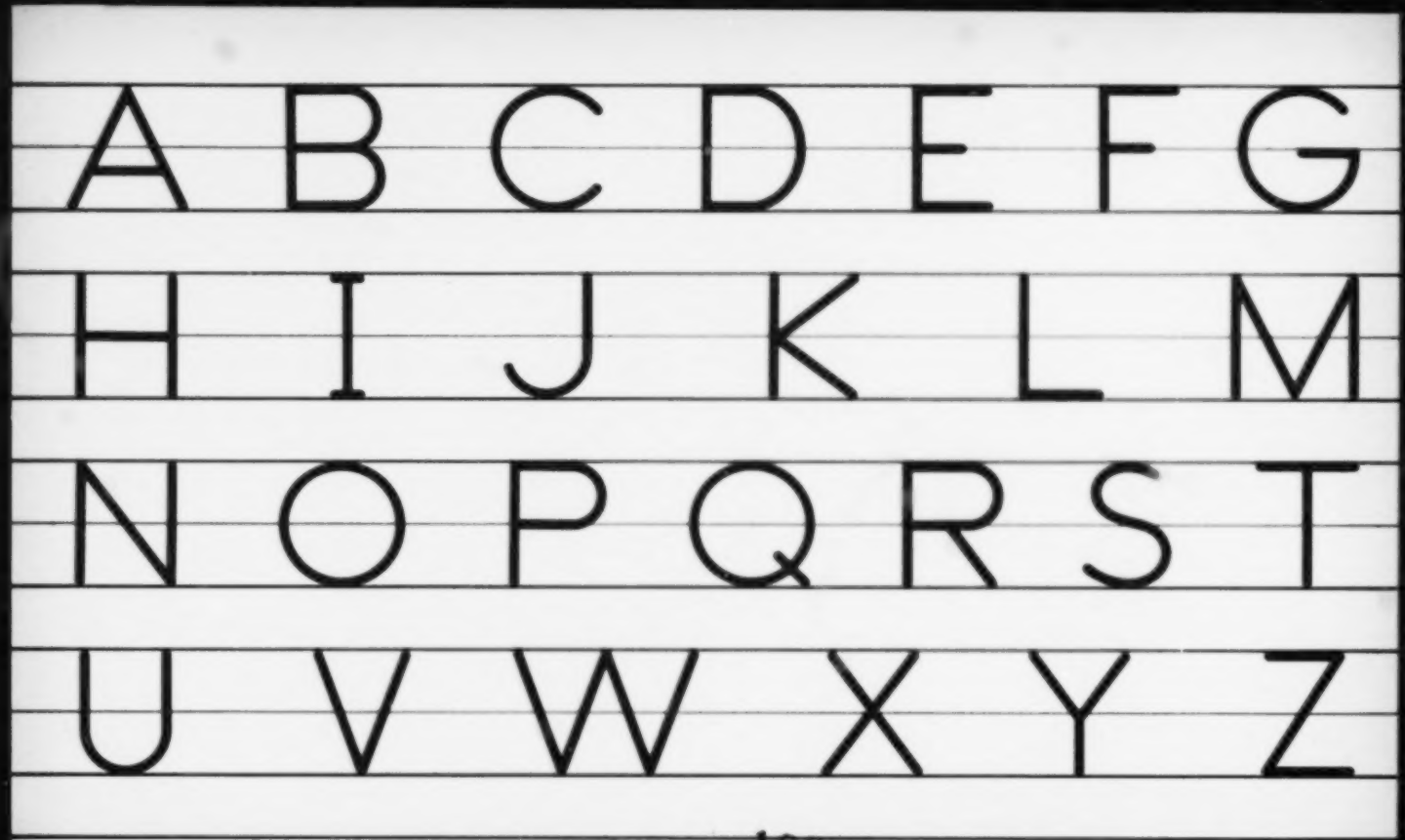
Fill in the missing word. you was zero very

Ten from ten is _____.

Are _____ well?

It is _____ cold.

Willie _____ tall.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